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ABSTRACT

This study examines the experiences of adolescents when they seek help with their problems and anxieties from within their natural support systems. The following questions were posed: (1) How do adolescents perceive their parents' and peers' responses when they seek help? (2) Do the response behaviors of the helpers affect adolescents' willingness to disclose their difficulties and problems? (3) Is there a relationship between helpers' response patterns and adolescents' well-being? Subjects were 274 adolescents, who voluntarily filled out questionnaires during regular school time. Findings are discussed in detail. In general, they support the view that adolescents are at a stage of development where dependency is still a significant feature of their lives, especially in coping with daily stresses. (Author/BP)

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Helping Responses of Parents and Peers and Adolescent Well-Being[1]

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Adolescence is regarded as an important transition stage between childhood and adulthood. For the transition to be successfully accomplished the adolescent must make numerous adaptations and adjustments and attain new skills and learnings. An important part of what has to be learned is how to cope effectively with the stresses and strains which often result from the unique physiological, psychological and social demands of this life stage (Douvan and Adelsen, 1966; Elkind, 1975; Hamburg, 1974).

Because adolescents are freshly emerging from the highly dependent condition of childhood, it is reasonable to expect that they would require considerable support and assistance in dealing with their particular constellation of pressures and concerns. And although adolescents may recognize and acknowledge this need they do not always have access to individuals who are interested and willing to provide that help.

In a recent paper, Conger (1975) refers to findings reported in a number of adolescent surveys and studies of the last decade. He reports that less than one in five

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adolescents agrees that most people will go out of their way to help someone or that they can be depended on to come through in a pinch; approximately one in three young people specified they had difficulties communicating with their parents; a commonly cited complaint of adolescents was that parents and adults would not listen to them. A study by Schmuck (1969), focusing on the concerns of contemporary adolescents found that one of their significant concerns was that their parents would not discuss what he or she felt was important. Yet another study by Meissner (1962) of 1,278 high school boys specifies 33% of the young men do discuss personal problems and difficulties with their fathers and 53% with their mothers. However, 30% of subjects feel their fathers do not understand them and 47% of subjects either feel mothers do not understand them or are undecided.

Clearly the indications are that a significant proportion of adolescents find important limitations in the help and support others might provide them. This seems particularly unfortunate when an overview of the literature in this area clearly links the quality of adolescents' support relationships with such features as self esteem, delinquent and suicidal behaviors, negative affective states, emotional illness and psychosomatic symptoms (Hurlock, 1964; Gallagher, 1976; Bachman, 1970; Seiden, 1966; Thomas et al., 1974).

The present study examines the experiences of adolescents when they seek help with their problems and anxieties from within their natural support system. An earlier paper (Burke

and Weir, 1976) showed that for the majority of adolescents peers were the first choice of helper. Next in order of preference were mothers and then, fathers. The following questions were pursued in relation to these three specific sources of help. How do adolescents perceive their parents and peers responding to them when they seek their help? Do the response behaviors of the helpers affect adolescents willingness to disclose their difficulties and problems. Is there a relationship between helpers' response patterns and adolescents' well-being?

Method

Subjects

The respondents in this study were 274 adolescents, 93 males and 181 females. Their ages ranged from 13 to 20 with a mean age of 16.3 years. All of the respondents attended high school, from grades 9 through 13. Eighty-five percent of the subjects were living with both parents, 11% were living with one parent (either mother or father) and 4% were living with someone other than their parents. The typical respondent was likely to be the first born (32%) or second born (35%) in the family, and 99% of the subjects had one or more siblings. In 253 cases (92%) the father was employed full-time, and in 149 cases (54%) the mother was either employed full-time (34%) or part-time (20%). The fathers' ages ranged from under 35 to over 60, while mothers' ages ranged from under 35 to between 55 and 60. The educational level of fathers ranged from no

high school (18%) to post M.A. education (5%); for mothers, no high school (20%) to graduate education beyond M.A. (1%). Family incomes also covered a wide range, from under $5,000 to over $25,000.

Procedure

The subjects were drawn from three schools in or surrounding Metropolitan Toronto. One of the schools was located in the downtown core area, a second in an older suburban community, and the third in a newer suburban area on the outskirts of Toronto. Family income and parents' education level rose markedly from the first to the third school. Administrative officials and teachers in these schools were made familiar with the study and were asked to allow their students to participate. Students in particular classes were then freed to complete a questionnaire during regular class periods. Participation of the students was on a voluntary basis only.

Measures

All subjects provided demographic information descriptive of themselves and their parents (e.g., own age, grade, and sex; age, education, and income of parents, etc.)

(1) Helping Relationships

Four aspects of the helping relationship each respondent experienced with his/her mother, father and a peer were examined.

(a) Likelihood of Informing Helpers

Each respondent was asked how likely they were to let

each of the three helpers (mother, father and peer) know when they had a "bad day" or had a problem that was making them tense and anxious. Five responses, of Likert-scale format, were provided. These ranged from "I always let her/him know my feelings after a bad day and why I'm feeling this way" (1), through "I sometimes let her/him know" (3), to "I never let her/him know my feelings after a bad day and why I'm feeling this way.

(b) Typical Helper's Reactions

Respondents were provided with a list of 15 behaviors which described potential responses or reactions they might get from a mother, father or peer when they went to her/him for help. They were asked to indicate each of these helpers typical ways of responding by checking either a "yes" or a "no" beside each of the 15 descriptions. The list included such items as "She/he would order, direct or command me to do something", "She/he would say 'I told you so' or "She/ne would say this wouldn't have happened if you listened to me", "She/he would listen to what I have to day, really trying to understand it from my point of view", etc.

Mothers' Helping Responses

Four interpretable factors which accounted for 51% of the variance emerged from the analysis of data describing mothers' typical responses. Six items loaded on Domination - Disconfirmation. Examples would be: "She would order, direct or command me to do something"; "She would say 'I told

you so'"; or "This wouldn't have happened if you listened to me". Three additional items had high negative loadings: "She would try to make me feel better by talking me out of my feelings, reassuring me, denying the strength of my feelings"; "She would show that she was interested in my situation by asking that I go on talking about me and my problem"; and "She would listen to what I have to say and really try to understand it from my point of view and appreciate my feelings". The second factor, Concrete Support had four items loading on it: "She would tell me how to solve my problems and give me advice or suggestions"; "She would tell me what I should or ought to do"; "She would tell me the consequences that would occur if I do something or don't do something"; "She would show that she was interested in my situation by asking that I go on talking about me and my problem". A third factor, Distraction, had only two items loading on it: "She would try to get my mind off my problem or just push the problem aside"; "She would agree with me no matter what I said". The fourth factor, Detached Analysis, had three items loading on it: "She would try to analyze what I'm saying and act like she had me all figured out"; "She would lecture and try to influence me with facts, counter arguments and logic"; "She would question or interrogate me, trying to get more information about my problem".

Cluster scores were computed for each of these four factors, and their inter-correlations were computed. Mothers who were seen to react with Domination-Disconfirmation were also seen to respond with Detached Logic ($r = .33$, $p < .01$) and were

not as likely to be seen as a source of Concrete Support ($r = -.27$ $p < .05$).

Fathers' Helping Responses

Four interpretable factors emerged from the data describing fathers' reactions. These factors accounted for 56% of the variance. The first factor, Domination - Disconfirmation, had seven items loading on it. "He would make me feel foolish, inadequate, ashamed; "He would criticize me, disagree with me or blame me for my situation"; "He would say 'I told you so' or 'This wouldn't have happened if you had listened to me'". The following items had negative loadings: "He would try to make me feel better by talking me out of my feelings, reassuring me denying the strength of my feelings"; "He would show that he was interested in my situation by asking that I go on talking about me and my problem"; "He would listen to what I have to say and really try to understand it from my point of view and appreciating my feelings". The second factor Concrete Support, had four items loading on it: "He would tell me how to solve my problem and give me advice or suggestions"; "He would tell me what I should or ought to do"; "He would tell me the consequences that would occur if I do something or if I don't do something"; (and one negative loading) "He would agree with me no matter what I said". The third factor, Detached Analysis, had three items loading on it: "He would question or interrogate me, trying to get more information about my problem"; "He would try to analyze what I'm saying

and act like he had me all figured out"; and "He would lecture and try to influence me with facts, counter arguments and logic". The fourth factor, Distraction, had only two items loading on it: "He would try to get my mind off my problem or just push the problem aside"; "He would try to make me feel better by talking me out of my feelings, reassuring me, denying the strength of my feelings".

Cluster scores were computed for each of these four factors, and their intercorrelations computed. Fathers who were seen as responding with Domination-Disconfirmation were also seen as responding with Detached Analysis ($r = .20$, $p < .05$) and Distraction ($r = .50$ $p < .001$) but not responding with the provision of Concrete Support ($r = -.35$, $p < .01$). Fathers who were seen as providing Concrete Support were also seen as responding with Detached Analysis ($r = .30$, $p < .05$).

Peers' Helping Responses

Five interpretable factors emerged from the adolescents' descriptions of their peers' helping responses. These five factors accounted for 54% of the variance. The first Concrete Support, had three items loading on it: "He would tell me how to solve my problem, give me advice or suggestions"; "He would tell me what I should or ought to do"; "He would tell me the consequences that would occur if I do something or don't do something". The second factor Emotional Support, had two items loading on it: "He would listen to what I have to say and really try to understand it from my point of view

and appreciating my feelings"; "He would show that he was interested in my situation by asking that I go on talking about me and my problem". The third factor, Disconfirmation had three items loading on it: "He would make me feel foolish, inadequate, ashamed"; "He would criticize me, disagree with me or blame me for my situation"; "He would say 'I told you so' or 'This wouldn't have happened if you listened to me'". The fourth factor, Distraction, had three items with significant loadings on it: "He would try to get my mind off the problem or push the problem aside"; "He would try to make me feel better by talking me out of my feelings, reassuring me, denying the strength of my feelings"; "He would agree with me no matter what I said". The fifth factor, Domination had two items with significant loadings on it: "He would order, direct, or command me to do something", "He would lecture and try to influence me with facts, counterarguments and logic".

Cluster scores were computed for each of these five factors and their inter-correlations computed. Four of the 10 factor inter-correlations were significantly different from zero. Thus respondents who described their peers as responding with Concrete Support also saw them responding with Emotional Support ($r = .28$, $p < .01$) and Domination ($r = .23$, $p < .05$), and adolescents who described their peer helpers as responding with Domination also described them as responding with Disconfirmation ($r = .16$, $p < .05$) and Distraction ($r = .16$, $p < .05$).

(c) Satisfaction with Help Received

Each respondent was asked to indicate his satisfaction with the help they received from their mother, father, and peer. Six alternatives of Likert scale format were provided. These ranged from (1) "I am very satisfied with the way she/he helps me cope or deal with my problems", through (3) "I am somewhat satisfied", to (6) "I am very dissatisfied with the ways she/he helps me cope or deal with my problems".

(d) Number of Problem Topics Discussed with Helpers

Each respondent was provided with a list of 12 specific problems and asked to indicate those problems in the list they felt free to discuss with each of the three helpers. The list included such things as school-related problems, social problems, money problems, and health-related problems. The number of problems that respondents felt free to discuss with a particular helper were summed to provide a total.

(2) Satisfaction with Life

This measure, derived in part from earlier research by Bachman et al. (1970), contained 7 items. Five of these focused on respondent's satisfaction with specific areas of his life (e.g., friendships, family and home life, leisure time). Two of the items tapped more global aspects: their satisfaction with life in general, and whether they felt they had good or bad breaks in life. Respondents indicated their degree of satisfaction on a five-point Likert-type scale. The alternatives ranged from (1) "completely satisfied", through (3)

"neither satisfied nor dissatisfied" to (5) "very dissatisfied". Responses to the seven items were summed to from an index measure of satisfaction with life.

(3) Mental and Physical Well-being

This was assessed by a 17-item scale used in earlier research by Gurin, Veroff and Feld (1960). Respondents were asked to respond to a series of statements about their general well-being. Items included such things as "Are you bothered by all sorts of aches, pains and ailments in different parts of your body?". "Do your hands ever tremble enough to bother you?", "Do you find it difficult to get up in the morning?", and "Are you ever troubled by headaches or pains in the head?". Their responses were recorded on five-point Likert-type scales, the alternatives ranging from "never" (1), through "Sometimes" (3) to "Nearly Always" (5). Responses to the seventeen items were combined to form an index measure of mental and physical well-being.

(4) Affective States

The affective states of our respondents were examined using measures which Bachman and his colleagues (Bachman et al., 1970) developed in a longitudinal study of high school students. The measures were designed to evaluate eleven affective states: Emotional Dependence (6 items), Impulse to Aggression (4 items), Overt Aggression (3 items), Depression (6 items), Anomie (8 items), General Anxiety (7 items), Resentment (7 items), Anxiety and Tension (5 items), Irritability (8 items), Guilt (5 items), and

Lack of Social Support (4 items). A 5-point Likert-type scale ranging from (1) "Almost always true" through to (5) "never true" was used for each item. Respondents were asked to indicate how true each item (e.g., I feel sad) was of them.

Table 1 presents the internal consistency reliability estimates of the various well-being measures. In most cases the reliability exceeded .70, indicating that the index measures possessed an acceptable level of internal consistency.

Enter Table 1 About Here

Likelihood of Informing Helpers

On the variable likelihood of informing helpers, the mean values obtained for mothers, fathers and peers were 2.9, 3.6, and 2.1 respectively. The three values were significantly different from one another at the .05 level of confidence, two-tailed test. Thus, adolescents were more likely to let their peers know when they had a bad day or were feeling tense and anxious than their parents; they were more likely to disclose this to their mothers than fathers.

Satisfaction with Help Received

The respective mean values obtained for mothers, fathers and peers on the variable satisfaction with help were 2.3, 2.6 and 1.9 respectively. The value for peers was significantly different from that of the mothers and fathers at the .05 level of confidence, two-tailed test. The findings indicate that adolescents were more satisfied with peers helping than with the help given by their parents.

Number of Problems Felt Free to Discuss with Helpers

Out of the list of 12 problems provided, respondents felt free to discuss a mean value of 7.5 problems with mothers, 6.1 with fathers and 8.4 with peers. These three means are significantly different from one another at the .05 level of confidence, two-tailed test. Thus, adolescents indicated that they felt freer to take more problems to their peers than to their mothers; and more to their mothers than to their fathers.

Results

Helpers' Typical Responses and Helping Variables

The factors characterizing mothers', fathers' and peers' typical response behaviors were systematically related to the three helping relationship variables described above. Table 2 presents these data for each of the three helper groups.

Table 2 About Here

The data regarding mothers' responses (top third of the table) shows that (1) Domination-Disconfirmation was negatively and significantly related to all three helping variables, (2) Concrete Support was positively and significantly related to all three helping variables, and (3) Detached Analysis was significantly and negatively related to self-reported satisfaction with mothers' help and likelihood of informing mothers when tense.

The data from fathers (middle third of the table) provides a similar picture. Thus (1) Domination-Disconfirmation and Distraction were negatively related to all three helping variables, (2) Concrete Support was significantly positively related

to two of the three helping variables; and (3) Detached Analysis was significantly negatively related to only one of the three helping variables.

Finally, let us consider the relationships among peer helping responses and the same helping relationship variables (bottom third of Table 2). Here we see that both Concrete Support and Emotional Support were positively and significantly related to all three of the helping variables, and that Disconfirmation was negatively and significantly related to all three of the helping variables. Distraction and Domination were unrelated to the other helping variables.

Helping Responses and Adolescent Well-being

The relationships between helper responses for each of mothers, fathers and peers and measures of well-being were determined. The latter included measures of life satisfaction, psychosomatic symptoms, and particular affective/feeling states.

Mothers' Responses and Adolescent Well-being

Table 3 shows the relationships between mothers' responses and adolescent well-being. Three of the 4 response factors are significantly related to a large proportion of the well-being measures; the fourth (Distraction) shows fewer significant associations (only 2). Domination-Disconfirmation and Detached Analysis are related to 9 of the 13 measures while Concrete Support is related to 6 of the 13. Adolescents who reported their mothers' responses to be Domination-Disconfirmation or Detached Analysis reported significantly poorer stand-

ings on the well-being measures. Adolescents who reported their mothers' responded with Concrete Support reported better standing on the well-being measures.

Enter Table 3 About Here

Fathers' Responses and Adolescent Well-being

These data, presented in Table 4, reveal a pattern similar to that obtained for mothers. Thus the factors of Domination-Disconfirmation, and Detached Analysis show a large number of significant correlations with the well-being measures. The former yielded 8 out of 13; the latter 9 out of 13. However, Concrete Support by fathers was related to only 2 of the 13 well-being measures, and Distraction was significantly related to only one. The more adolescents saw their fathers providing Domination-Disconfirmation, the more negative their well-being; the more adolescents saw their fathers providing Detached Analysis, the more negative their well-being; the more adolescents saw their fathers engaging in Concrete Support, the more positive their well-being.

Enter Table 4 About Here

Peer Responses and Adolescent Well-being

These data, presented in Table 5, show fewer significant relationships in general. Thus Concrete Support yielded 2; Emotional Support, 3; Disconfirmation, 4; Distraction, 4; and Domination, 3. These relationships, though more scattered, are in the same direction as found in the preceding two tables (4 and 5). That is, the more adolescents reported that their peer

helpers responded by Concrete Support or Emotional Support, the better the well-being; the more adolescents described their peers' responses as Disconfirmation, Distraction or Domination, the poorer the well-being

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Enter Table 5 About Here

Discussion

The findings obtained in the present study demonstrate that the response behaviors of helpers have a direct relationship to certain interpersonal behaviors of adolescents and to their well-being. First of all, the target helper's responses can have the effect of either facilitating or decreasing the adolescent's disclosure of problems. Secondly, the way the helper typically responds can influence the range of problems the adolescent might be willing to expose to this person. And finally, the responses of the helper will determine how satisfied adolescents will be with the treatment they receive when they bring their problems and distress to the notice of these helpers.

Although the direction of causality between variables was not established it is possible to speculate about these on a theoretical basis. It can be postulated that the typical responses of helpers to adolescent helping needs are important variables influencing certain aspects of adolescent coping behavior. First of all, helpers' typical modes of responding can have the effect of either limiting or expanding the range of actual problems adolescents would be willing to reveal to

them and discuss with them. The will also influence whether adolescents will keep their potential helpers in touch with problems they are having, when they are having them. The way helpers respond will determine how satisfied adolescents will be with the treatment they received when they bring their problems and distress to the notice of these helpers.

The behaviors captured under the Domination-Disconfirmation and Detached Analysis factors clearly had a negative influence on the adolescents' openness and the sharing of negative experiences with parents and peers, and on their feelings of satisfaction with the resultant interaction (Tables 2, 3, 4 and 5). Behaviors falling under Emotional Support and Concrete Support factors encouraged adolescents to use their available support systems more readily and to express greater satisfaction with them. Perhaps most importantly the data (Tables 3, 4 and 5) illustrates the direct impact which helpers' reactions and responses have on vital life aspects such as feelings of satisfaction with life, affective states, and psychosomatic symptoms. As these data indicated this connection was particularly strong in relation to the helping responses of parents as opposed to peers. Perhaps this is because the adolescents' sense of security and sense of self is still more closely bound up with his parents' perceptions and treatment of them than it is with their peer friendships.

The underlying factor structure of the helpers' responses was strikingly similar in all three helper groups. However,

the peer data revealed some important differences in that it revealed an Emotional Support factor and excluded the Detached Analysis factor which appeared in the mothers' or fathers' factor structure. This would suggest that peers were more prepared to deal with adolescents on an affective level when approached for help than was either parent. It may be this ability which was reported as more typical of peers that partially accounts for the adolescents' increased willingness to disclose to peers and increased satisfaction with peers' help as contrasted with the parents.

Interestingly, more of the responses of fathers and mothers were significantly related to measures of well-being than was true of peer helpers. Can we conclude that the help from mothers and fathers is actually more beneficial than the help of peers? Other analyses (Burke and Weir, 1977) which held amount of experienced stress constant and then examined the relationships between the satisfaction with the help obtained from each of the three particular helpers and various measures of well-being showed no difference between the three helpers in number of statistically significant relationships. Thus, it cannot be assumed from the present findings that informal help from any one of the three sources is superior to or more beneficial, than the others.

In general, the findings in this study support the view that adolescents are at a stage of development where dependency is still a significant feature of their lives. This would

seem to be particularly true in the area of coping with the problems and anxieties that confront them in their daily lives. The quality of the help they receive when they are in difficulty can have differential but important consequences for the adolescent in important areas of his life. There is a growing interest on the part of professionals in the development of educational programs and approaches which will reach lay people at all ages and social levels where they can learn effective communication and emotional support skills (Carkhuff, 1969, Gordon, 1972; Hatch & Guerney, 1975). Hopefully this interest and activity will continue to spread so that more parents and peers can become aware of the importance of the support function they can provide the adolescent, and learn to respond to the troubled adolescent in ways which will facilitate his growth and well-being.

Footnotes

1 This research was supported by a grant from Imperial Oil Limited. We would like to acknowledge the assistance of Denise Harrison in the design of the study and the collection of the data, the help of Randall Montgomery and Richard E. DuWors in the analysis of the data, and the cooperation of the students, administrators and teachers in making the study possible. A version of this paper was presented at the 1977 Western Psychological Association meeting.

Table 1

Reliability of Measures of Well-Being Used (Coefficient Alpha)

Measures of Well-being	Number of Items	Reliability
Satisfaction with Life	7	.74
Psychosomatic Symptoms	17	.84
Emotional Dependence	6	.57
Impulse to Aggression	4	.68
Overt Aggression	3	.64
Depression	6	.76
Anomie	8	.83
General Anxiety	7	.78
Resentment	7	.79
Anxiety and Tension	5	.80
Irritability	8	.77
Guilt	5	.78
Lack of Social Support	4	.72

Table 2

Typical Helping Responses and Other Helping Variables

Mothers' Helping Responses	Satisfaction With Help (1 Item)	Likelihood of Disclosing (1 Item)	Problems Felt Free To Discuss (12 Items)
Domination-Disconfirmation	-.56*	-.41*	-.47*
Concrete Support	.38*	.27*	.38*
Distraction	-.03	-.01	-.04
Detached Analysis	-.24*	-.15**	-.10
Fathers' Helping Responses			
Domination-Disconfirmation	-.56*	-.49*	-.51*
Concrete Support	.07	.27*	.35*
Detached Analysis	-.24*	-.08	-.00
Distraction	-.20*	-.30*	-.20*
Peers' Helping Responses			
Concrete Support	.13**	.15**	.19*
Emotional Support	.38*	.22*	.35*
Disconfirmation	-.21*	-.21*	-.25*
Distraction	.06	-.01	.05
Domination	-.04	-.03	.07

* Correlations are significantly different from zero at the .01 level of confidence, two-tailed test.

** Correlation is significantly different from zero at the .05 level of confidence, two-tailed test.

Table 3

Mothers' Helping Responses and Measures of Well-Being

Measures of Well-Being	Domination - Discon-firmation	Concrete Support	Distrac-tion	Detached Analysis
Life Satisfaction	-.37*	.18*	-.01	-.25*
Psychosomatic Symptoms	.24*	-.12	-.02	.23
Emotional Dependence	.08	.10	-.04	.06
Impulse to Aggression	.31*	-.15*	.01	.23*
Overt Aggression	.06	-.12	.06	.02
Depression	.18*	-.09	.04	.22*
Anomie	.33*	-.23*	.16*	.24*
General Anxiety	.18*	-.09	.05	.30*
Resentment	.31*	-.26*	.18*	.29*
Anxiety & Tension	.12	-.18*	.10	.16*
Irritability	.18*	-.14**	.11	.14**
Guilt	.09	-.08	.06	.20*
Lack of Social Support	-.25*	.10	.04	.05

* Correlation is significantly different from zero at the .01 level of confidence, two-tailed test.

** Correlation is significantly different from zero at the .05 level of confidence, two-tailed test.

Table 4

Fathers' Helping Responses and Measures of Well-Being

Measures of Well-Being	Domination - Discon-firmation	Concrete Support	Detached Analysis	Distrac-tion
Life Satisfaction	-.37*	.20*	-.12	-.17*
Psychosomatic Symptoms	.26*	-.08	.14**	.08
Emotional Dependence	-.00	.05	-.01	-.02
Impulse to Aggression	.24*	-.06	.22*	-.04
Overt Aggression	.06	-.08	.08	-.06
Depression	.12	-.02	.13**	-.02
Anomie	.32*	-.09	.23*	.10
General Anxiety	.18*	.00	.17*	.00
Resentment	.21*	-.12	.21*	.04
Anxiety and Tension	.07	.06	.18*	.02
Irritability	.13*	.03	.21*	.09
Guilt	.03	.15**	.17*	.01
Lack of Social Support	-.15**	.08	.00	-.01

* Correlation is significantly different from zero at the .01 level of confidence, two-tailed test.

** Correlation is significantly different from zero at the .05 level of confidence, two-tailed test.

Table 5

Peer Helping Responses and Adolescent Well-Being

Measures of Well-Being	Concrete Support	Emotional Support	Evaluation	Distraction	Direction
Life Satisfaction	.08	.13**	-.09	-.02	-.12
Psychosomatic Symptoms	.03	-.05	.04	.02	.04
Emotional Dependence	.16*	.06	-.09	-.04	-.00
Impulse to Aggression	.01	-.10	.15*	.09	.03
Overt Aggression	-.01	-.13**	.08	.04	.00
Depression	.04	.04	-.04	.10	.08
Anomie	-.06	-.10	.16*	.14*	.16*
General Anxiety	.02	-.08	.03	.11	.11
Resentment	-.04	-.14**	.25*	.21*	.15*
Anxiety & Tension	.04	-.07	-.01	.20*	.13*
Irritability	-.00	-.06	.10	.14**	.07
Guilt	.15*	-.01	.04	.10	.06
Lack of Social Support	.06	.06	.14**	.07	.06

* Correlation is significantly diffwrent from zero at the .01 level of confidence, two-tailed test.

** Correlation is significantly different from zero at the .05 level of confidence, two-tailed test.

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